DOCUMENT RESUME

ED 276 213 EC 190 979

AUTHOR Hickman, Andrew C.; Stockdale, Geoffrey P.
TITLE A Summary of Responses to the Survey of Student Study Team Participants. Working Paper No. 4.
INSTITUTION California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 6 Jun 86
CONTRACT G0084C3505
NOTE 70p.; For related working papers and the final report, see EC 190 976-981.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Decision Making; *Disabilities; Elementary Secondary Education; Group Dynamics; *Interdisciplinary Approach; *Special Education; *Student Evaluation; Student Placement
IDENTIFIERS *California; *Child Study Teams

ABSTRACT

This paper is the fourth of a series of working papers developed by a project which conducted a cooperative study of existing student study team (SST) processes in nine California special education local plan areas. The working papers augment the final report by providing detailed descriptions of the methods used and the preliminary findings. This paper presents participant response totals and comments of 219 school level respondents on the survey of student study team participants. Results are grouped into three sections: responses to the survey of student study team participants, comments made by respondents to the survey, and school level responses to the survey. It should be noted that in the preliminary findings and final report, the school response was the unit of interest. A decision rule was used in which a school response to an item or a sub-item was judged present when 50% or more of the respondents at that school checked a particular response. For each question, the number of respondents answering positively or a list of comments is given for each survey section (e.g., SST purposes, processes, resources, and factors supporting effective team processes). (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED276213

Coop Agreement No.
G0084C3505

A Summary of Responses to the Survey of Student Study Team Participants

A Working Paper From: Existing Student Study Team Processes in Selected Volunteer Special Education Local Plan Areas, School Districts, and Schools in California: A Descriptive Evaluation Study

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Andrew Hickman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Prepared By

Program Evaluation and Research Division
Special Studies and Evaluation Reports Unit.
Andrew C. Hickman, Research Assistant
Geoffrey P. Stockdale, Research Associate

June 6, 1986

Cooperative Agreement Number G0084C3505
Working Paper No. 4

EC190979

PROJECT DIRECTOR'S FOREWARD

This document is one in a series of five working papers produced by staff members of a project established to conduct a cooperative evaluation study of existing student study team processes. The project was partially funded under a cooperative agreement between the Office of Special Education Programs of the U.S. Department of Education and the Program Evaluation and Research Division of the California State Department of Education. The Division assigned the responsibility for administering the project to the Special Studies and Evaluation Reports Unit. The study was conducted in close collaboration with a Project Advisory Committee and staff from 31 schools in 22 school districts in nine randomly selected Special Education Local Plan Areas in California. All local participating agencies and schools were volunteers and were operating some form of student study team process. The duration of the study was from October 1984 through June 1986.

The purpose of this series of working papers is to augment the final report of the study by providing detailed descriptions of (1) the methods developed and used in the study and (2) the preliminary findings which had been presented to local and state- level participants in the study for their review and comment. The title of the final report is "Existing Student Study Team Processes in Selected Volunteer Special Education Local Plan Areas, School Districts, and Schools in California: A Descriptive Evaluation Study." The report, like the working papers, has been submitted to ERIC for dissemination.

The working papers are listed below in the order in which they were completed in final form.

Stockdale, Geoffrey, and Margaret Merrick Scheffelin. "Six Aspects of Existing Student Study Team Processes in Participating Schools, Districts, and SELPAs." Working Paper No. 1. July 1985.

Hickman, Andrew, Geoffrey Stockdale, and Margaret Merrick Scheffelin. "Notebook for Data Collection and Submission: A Working Paper for Use by Special Education Local Plan Area Representatives, Participating Districts, and Schools in the Cooperative Evaluation Study of Existing Student Study Team Processes." Working Paper No. 2. October 1985.

Moger, Roxanne. "Existing Student Study Team Processes in Selected Volunteer Special Education Local Plan Areas, School Districts, and Schools in California: A Descriptive Evaluation Study: Draft Preliminary Findings." Working Paper No.3. April 1986.

Hickman, Andrew, and Geoffrey Stockdale. "A Summary of Responses to the Survey of Student Study Team Participants." Working Paper No. 4. June 1986.

Smith, Kay Slavin. "Procedural Treatment of Individual Student Record Form (Form 13) Data." Working Paper No. 5. June 1986.

To the project staff's knowledge, this study is the first in the nation to yield information on the characteristics of students brought to the attention of student study team processes. There were no tested data collection instruments available for use or adaptation. Project staff members of the Advisory Committee, and local staff worked cooperatively to develop, review, and complete the data collection forms; to review and critique the preliminary findings; and to review the draft of the final report. The analysis of the data was done by project staff. Analyzing survey data was fairly straightforward; analyzing the intensive student data was a task of another order of magnitude. Much credit is due to the project staff, who successfully carried on the simultaneous tasks of data analysis and flood control. It is common to safeguard one's data from ordinary mishaps such as misfiling or inadvertent discarding of subtotals. It is rare to safeguard one's data from the ever-rising waters of a river threatening to overflow the levee behind the building in which one is working.

In the spirit of shared scholarship the staff offers these working papers as a record of their thought and work and as an assist to scholars who may be examining similar topics in the future. In the spirit of giving credit where credit is due, I wish to acknowledge the creative and assiduous work of the members of the project staff, all of whom were graduate students at California State University, Sacramento, during their work in the project. In the order in which they began their work, they are Geoffrey Stockdale, Andrew Hickman, Kay Slavin Smith, and Roxanne Moger. Staff members Stockdale, Smith, and Moger are in the field of communication studies; Mr. Hickman's field is psychology.

As one of the first evaluation studies funded under the expanded evaluation authorization of Public Law 98-199, the information may be used at local, state, and federal levels. It must be noted that nothing in these working papers, or in the final report, is to be construed as an official policy or position of either the California State Department of Education or the U.S. Department of Education. Finally, the responsibility for omissions and inaccuracies must remain mine, as project director.

Margaret Merrick Scheffelin, Ph.D.
Consultant, Program Evaluation & Research Division

Sacramento, California.
June 1986.

TABLE OF CONTENTS

(I) Forward ..... (i)

Introduction 1

Section I. Responses to the Survey of Student Study Team Participants 2

Item 1. The Purposes 2
Item 2. The Participants 6
Item 3. The Processes 9
Item 4. The Resources 9
Item 5. Making Recommendations 10
Item 6. Procedures for Determining Success 11
Item 7. Procedures for Reporting Success of Students 12
Item 8. Criteria used to Judge Student Success 13
Item 9. Factors Supporting Effective Team Processes 14

Section II. Comments Made by Respondents to the Survey of Student Study Team Participants 17

Item 1. The Purposes 17
Item 2. The Participants 22
Item 3. The Processes 29
Item 4. The Resources 31
Item 5. Making Recommendations 34
Item 6. Procedures for Determining Success 36
Item 7. Procedures for Reporting Success of Students 39
Item 8. Criteria used to Judge Student Success 42
Item 9. Factors Supporting Effective Team Processes 43

Section III. School Level Responses to the Survey of Student Study Team Participants 51

Item 1. The Purposes 51
Item 2. The Participants 55
Item 3. The Processes 58
Item 4. The Resources 58
Item 5. Making Recommendations 59
Item 6. Procedures for Determining Success 60
Item 7. Procedures for Reporting Success of Students 61
Item 8. Criteria used to Judge Student Success 62
Item 9. Factors Supporting Effective Team Processes 63

Introduction

This working paper presents participant response totals and respondents' comments to the Survey of Student Study Team Participants, Form 10. The survey was conducted during the Fall Semester of the 1985 - 86 school year for The Existing Student Study Team Processes Project. The project was partially funded under a cooperative agreement between the Office of Special Education Programs of the U.S. Department of Education and the Program Evaluation and Research Division of the California State Department of Education.

Survey questionnaires were completed by 219 school level participants selected by school staff at 30 selected volunteer schools in 22 districts in 9 volunteer Special Education Local Plan Areas.

This working paper is organized in three sections; (1) a copy of the survey with individual response totals for each item and sub-item (2) verbatim transcriptions of all respondents' comments to the items and sub-items, and (3) the school level responses, also presented on a copy of the survey form.

It should be noted that in the preliminary findings and final report the school response was the unit of interest. A decision rule was used in which a school response to an item or sub-item was judged as present when 50% or more of the respondents at that school checked a particular response.

Although some respondents did not check some purposes as pertaining to their schools, they did rank the effectiveness with which their schools accomplished those purposes. Therefore it will be noted for Item 1, Purposes of the Student Study Team, there are more responses in the rating of effectiveness for particular sub-items than there are checks for the purpose.

Responses to the Survey of Student Study Team Participants

Please return to:

District _____

_____

SELPA _____

_____

DATA COLLECTION FORM 10

Survey of Student Study Team Participants

Cooperative Evaluation Study
Of Existing Student Study
Team Processes

Coop Agreement No.
G0084C3505

Information recorded by: _____
(Name)

_____
(Position)

_____
(School)

_____
(Date)

Instructions

Answer these questions from your own experience with student study team processes. For each iten please check all that apply.

1. There are many purposes of the student study team. Check all of the purposes of the student study team at your school, and the effectiveness with which they are met.

   1.1 In some cases the student is an explicit focus of student study team purposes.

	Purpose Of Our SST	Effectiveness at Meeting Goals		
		Poor	Moder-ate	Excel-lent
a. To provide a quick, professional approach to maximizing each student's education.	[170]	[4]	[78]	[111]
b. To ensure correct academic placement of students.	[168]	[1]	[70]	[118]
c. To develop interventions which enable students to function in the regular education program.	[182]	[4]	[72]	[122]

	Purpose Of Our SST	Effectiveness at Meeting Goals: Poor	Moderate	Excellent
d. To serve all students experiencing learning problems.	[139]	[22]	[72]	[68]
e. To serve all students experiencing emotional problems.	[110]	[27]	[75]	[40]
f. To serve all students experiencing behavioral problems.	[110]	[20]	[80]	[37]
g. To serve students in the regular education program having learning problems.	[180]	[5]	[97]	[99]
h. To serve students in the regular education program having emotional problems.	[154]	[25]	[98]	[54]
i. To serve students in the regular education program having behavioral problems.	[145]	[19]	[91]	[54]
j. To provide a vehicle for delivering appropriate services and interventions for students in a coordinated manner.	[183]	[3]	[73]	[124]

1.2 In some cases the technical assistance activities of the student study team are an explicit focus of student study team purposes.

a. To coordinate delivery of services to students.	[145]	[Ø]	[62]	[108]
b. To make recommendations for interventions.	[186]	[6]	[64]	[138]
c. To act as a resource in developing interventions.	[169]	[4]	[89]	[100]
d. To develop creative ways of dealing with students.	[157]	[12]	[93]	[78]
e. To provide assistance to classroom teachers.	[170]	[18]	[99]	[73]
f. To monitor progress of interventions.	[155]	[25]	[92]	[64]
g. To provide an immediate support system to classroom teachers.	[156]	[23]	[86]	[73]

	Purpose Of Our SST	Effectiveness at Meeting Goals: Poor	Moderate	Excellent
h. To provide regular education teachers an opportunity to brainstorm on student problems.	[141]	[12]	[70]	[82]
i. Tc provide a team approach to work on problems a student is experiencing.	[185]	[5]	[69]	[132]
j. To provide a problem solving body of specialists to which the teachers, counselors, and parents can turn for assistance with particular students.	[168]	[8]	[86]	[115]
k. To review cases that are difficult to solve.	[159]	[8]	[86]	[87]
l. To allow and encourage involved staff members and parents to add their knowledge and expertise in planning for the student.	[146]	[14]	[60]	[91]
m. To refer the student to other programs if further assistance is needed.	[189]	[4]	[61]	[132]

1.3 In some cases special education processes are an explicit focus of student study team purposes.

	Purpose Of Our SST	Effectiveness at Meeting Goals: Poor	Moderate	Excellent
a. To eliminate unnecessary assessment.	[121]	[10]	[55]	[80]
b. To provide secondary resource specialist program referrals.	[103]	[3]	[48]	[75]
c. To hold down the special education team paperwork.	[77]	[10]	[48]	[43]
d. To provide good background on students to the psychologist to facilitate effective selection of assessment tools.	[146]	[4]	[54]	[107]
e. To help coordinate categorical programs.	[69]	[5]	[38]	[42]

Rev. 10/16/85

	Purpose Of Our SST	Effectiveness at Meeting Goals: Poor	Moderate	Excellent
f. To review individual student problems and plan alternative instructional strategies that can be tested in the regular classroom before a decision is made to refer the student to special education.	[145]	[8]	[86]	[92]
g. To discuss problems of students rather than decisions as to eligibility of student for special education programs.	[149]	[5]	[57]	[106]
h. To make remediation a total school enterprise rather than a concern for special education	[142]	[16]	[67]	[77]

1.4 In some cases an educational statute is an explicit focus of student study team purposes.

	Purpose Of Our SST	Effectiveness at Meeting Goals: Poor	Moderate	Excellent
a. To ensure compliance with California Education Code 56302. (Identification and referral of students, modification of regular instructional program.)	[154]	[2]	[51]	[118]
b. To ensure compliance with California Education Code 56303. (Referral of student only after the resources of the regular education program have been considered and where appropriate, utilized.)	[154]	[3]	[48]	[121]
c. To ensure compliance with the provisions of Public Law 94-142.	[132]	[1]	[33]	[115]

Coop Agreement No.
G0084C3505

1.5 There may be other purposes for student study teams. not mentioned above, that apply at your school; please list them:

[Comments on page 17.]

2. There are many participants in student study teams. Check those participants you consider regular members, or intermittent or support members, and add comments if you wish.

Participants	Regular Members	Intermittent or Support Members	Comments
a. Administrators			
Principal	[123]	[41]	
Assistant Principal	[69]	[18]	
Vice-Principal	[55]	[20]	
Principal's Designee	[25]	[11]	
Management Trainee	[9]	[9]	
b. Teachers			
Student's classroom teacher	[153]	[55]	
Student's previous teacher	[12]	[107]	
Teacher receiving student	[30]	[78]	

Participants	Regular Members	Intermittent or Support Members	Comments
Student's core teacher	[59]	[43]	
Student's elective teacher	[25]	[43]	
Teacher-member of student study team	[131]	[18]	
Other interested teacher	[34]	[78]	
Miller-Unruh Project teacher	[21]	[10]	
Opportunity class teacher	[12]	[22]	
Resource teacher	[166]	[15]	
Speech teacher	[94]	[70]	
Special day-class teacher	[51]	[50]	
English-as-Second Language Teacher (ESL)	[18]	[63]	
Remedial/Supplemental teacher	[34]	[44]	
c. Specialists			
Reading	[34]	[40]	
Mathematics	[9]	[27]	
Physical Education	[7]	[42]	
Resource	[120]	[19]	
Speech	[73]	[61]	
Bilingual Education	[11]	[45]	
Migrant Education	[3]	[25]	
Gifted and Talented Education (GATE)	[2]	[48]	
Chapter 1	[18]	[38]	

Participants	Regular Members	Intermittent or Support Members	Comments
School Improvement	[10]	[19]	
Audiologist	[3]	[15]	
Psychologist	[137]	[44]	
Counselor	[58]	[53]	
Guidance Consultant	[14]	[16]	
Nurse	[37]	[88]	
Home-school Coordinator	[7]	[12]	
Special Education Clerk	[2]	[11]	
Administrative Secretary	[18]	[9]	
Interpreter	[8]	[37]	
Social Worker	[3]	[25]	
Physician	[2]	[18]	
Probation Officer	[1]	[23]	
Parents	[73]	[62]	
Student	[33]	[50]	

d. Other (Please specify.) [Comments on page 22.]

Rev. 10/16/85

3. The Student Study Team Process:

Student study teams engage in a variety of activities. Indicate the statements below that apply to the student study team process at your school.

[189]
a. Identification of students meriting referral.

[176]
b. First stage data gathering in referral.

[185]
c. Review of referral/request for SST assistance.

[171]
d. Student study team scheduling.

[191]
e. The student study team meeting.

[183]
f. Implementation of modifications/interventions.

[182]
g. Review of case (follow-up, progress report, update).

h. Other (Please specify.) [Comments on page 29.] _____

_____

_____

4. Many resources for suggestions, modifications and interventions are described in the literature.

4.1 Which of the following resources are available at your school. (Check all that apply.)

[148]
a. Teacher time

[153]
b. Teaching aids and materials

[138]
c. Other participants' time

[164]
d. Assessment/Data collection materials

[182]
e. Student study team process materials (forms, etc.)

f. Miscellaneous materials/resources (Please specify.) _____

[Comments on page 31.]

_____

_____

Rev. 10/16/85

4.2 Which of the following modifications are practical for a student study team at your school to suggest?

a. Environment (example: change seating) [196]

b. Materials (audio-visual aids) [153]

c. Assignments (shorten or simplify) [195]

d. Teaching techniques [172]

e. Learning modality (visual, auditory, tactile) [180]

f. Parent contact [205]

g. Outside resource interventions [177]

h. Behavior shaping [169]

i. Miscellaneous other; specify: [Comments on page 32.] _____

_____

5. What process(es) does your student study team use to recommend intervention techniques?

a. individual discussion and group decision [198]

b. individual discussion and referring teacher reaction [154]

c. student participation in discussion [71]

d. parent participation in discussion [130]

e. leader directs discussion [158]

f. leaderless group, leader emerges [31]

g. other; specify: [Comments on page 34.] _____

_____

Rev. 10/16/85

6. Which of these procedures are used to report or determine the "success" of recommended modifications?

a. No feedback is given to the student study team on the "success" of modifications and the absence of feedback:
   1. is taken as "no news is good news" [68]
   2. is a problem for the student study team [71]

b. Verbal or written feedback is given to the student study team by:
   1. person(s) responsible for modfications/interventions [164]
   2. other observers to modifications/interventions [58]

c. Verbal or written feedback is given to the student study team by:
   1. a predetermined review date [112]
   2. any regularly scheduled meeting [91]
   3. emergency meetings [38]

d. Student study team discusses feedback on "success" of modifications/interventions and:
   1. unquestioningly accepts judgments of person offering feedback [19]
   2. discusses and evaluates feedback on "success" of modifications/interventions [134]
   3. develops a consensus on judgment of the "success" of modifications/interventions [90]
   4. accepts the interpretation of an influential team member on the "success" of modifications/interventions [33]

e. A formal report by an outside agency (such as community mental health, the probation department, child protective services, etc.) may lead to a student study team judgment of the "success" of modifications/interventions [76]

f. Other procedures may be used to determine the "success" of modifications/interventions. Please specify those that apply at your school: [Comments on page 36.]

7. Which of these procedures are used to report or determine the success of particular students after modification/intervention?

a. Individual judgments of student school behavior, academic performance, and social/emotional adjustment may be made by:

1. the student's teacher(s) [199]
2. other teachers [118]
3. student study team members [160]
4. other involved professionals [161]
5. the student's parents [153]
6. the student's tutor [47]
7. others; please specify: [Comments on page 39.]

b. Records may be used to judge changes in student school behavior, academic performance and social/emotional adjustment by:

1. counting the number of tardies [134]
2. counting the number of absences/truancies [167]
3. counting the number of fights [121]
4. incidence of "acting out" in class [172]
5. counting the number of questions answered in group discussions [47]
6. classroom test scores [176]
7. completeness of work [186]
8. achievement test scores [160]
9. proficiency tests for graduation [98]
10. expert observers' reports (such as school nurse or psychologist) [167]
11. various accepted tests of emotional development or stability [103]
12. other; please specify: [Comments on page 40]

8. Which of these criteria are used to judge the "success" of a particular student after modifications have been made?

a. A change in academic achievement such as:

1. a decline from previous performance [109]

2. an improvement over previous performance [196]

3. a closer match between achievement and ability [173]

4. other; please specify: [Comments on page 42.]

b. Behavioral changes such as:

1. a reduction of an unwanted behavior [186]

2. elimination of an unwanted behavior [161]

3. persistence of an unwanted behavior [107]

4. appearance of a new, desirable behavior (such as participation in group discussions) [180]

5. other; please specify: [Comments on page 42.]

c. Social/emotional changes such as:

1. increased emotional maturity [148]

2. improved emotional stability [177]

3. increased frustration threshold [138]

4. decrease in visible anxiety [168]

5. reduction in emotional display (crying, intense anger, etc.) [178]

6. other; please specify: [Comments onpage 42.]

9. Which of these factors support an effective student study team process at your school?

(Many student study team participants are active in teams at more than one school level, intermediate and secondary, or elementary and intermediate. Therefore, some respondents will want to check more than one box at the right where applicable.)

a. Leadership is provided to the student study team through:

	Elementary	Intermediate	Secondary
1. site administrator attendance of student study team meetings	[101]	[50]	[36]
2. attendance of a "designee" of the site administrator at student study team meetings	[34]	[25]	[21]
3. a chairperson of student study team meetings	[84]	[38]	[37]
4. a facilitator to keep discussions "on track" at student study team meetings	[88]	[38]	[30]
5. expressed (written or verbal) support of the student study team by the site administrator	[75]	[36]	[27]
6. an expressed (written or verbal) expectation by the site administrator that regular education staff will participate in student study team meetings	[82]	[40]	[16]
7. staff time for a student study team coordinator	[33]	[19]	[14]
8. expert discussion in student study team	[67]	[38]	[26]

9. other; please specify: [Comments on page 43.] _____

_____

Comments: _____

_____

Rev. 10/16/85

b. There is active acceptance of responsibility for team success:

	Elementary	Intermediate	Secondary
1. the team as a group "shares" in the successes of modification/intervention	[112]	[45]	[43]
2. individuals accept responsiblity for tasks to be completed outside meetings	[117]	[53]	[50]
3. regular education teachers accept responsibility for student referrals to the student study team	[119]	[58]	[34]
4. individuals complete tasks outside meetings by expected completion dates	[111]	[47]	[42]

5. other, please specify: [Comments on page 44.] _____

_____

Comments: _____

_____

c. There is active cooperation in problem identification and modification/intervention:

1. all staff involved with modifications for a particular student attend meetings of the student study team	[126]	[48]	[27]
2. regular education and special education staff communicate informally outside student study team meetings on student problems	[119]	[57]	[47]
3. representatives of appropriate community agencies are invited to participate in student study team meetings	[54]	[28]	[16]
4. parents are invited to become active members of student study team meetings to discuss their children	[73]	[36]	[22]

5. other, please specify _____ [Comments on page 45.] _____

_____

Comments: _____

_____

d. Communication supports team effectiveness by:

	Elementary	Intermediate	Secondary
1. keeping records of student study team decisions and task assignments	[125]	[59]	[49]
2. written reminders to student study team members of upcoming meetings	[119]	[53]	[44]
3. written reminders of upcoming meetings that include student names and information on the current status of modifications	[91]	[33]	[27]
4. review dates specified at the time of initial modifications	[91]	[38]	[31]

5. other, please specify [Comments on page 46.] _____

_____

Comments: _____

_____

e. There may be other factors that support effective student study teams at elementary, intermediate and secondary levels. Please indicate which level of school applies. [Comments on page 47.] _____

_____

_____

_____

_____

_____

Thank you. Please return this form as soon as possible to your school representative who will send it to your SELPA representative. We appreciate your time and effort.

A copy of the preliminary version of the final report of this project should be arriving at your school/SELPA about March 1, 1986.

Summary of Comments
taken verbatim from surveys of
Student Study Team Participants
Form 10
Cooperative Evaluation Study
of Existing Student Study Team Processes

All comments provided by persons filling out a Form 10
have been listed, question by question.

General comment from front page.- We do not have a Student Study Team. We do have as Assessment Team that assumes the duties of an S.S.T.

Question 1: Purpose of Student Study Team

1.1.- Student Study Team is crossed out three times and (ASSESSMENT TEAM) written in its place.

1.1a.- To provide a quick, profesional approach to maximizing referred student's education.
1.1a.- quick (no) professional (extremely)
1.1a.- each ?
1.1a.- quick is X'ed out

1.1b.- to ensure correct academic placement in these areas.
1.1b.- (less frequently)

1.1c.- (all our kdg. students are in a regular program)

1.1d.- not all students in need of help are referred.
1.1d.- SST is available but not always used.
1.1d.- referred
1.1d.- all ?
1.1d.- Too many students - slow process

1.1d&e.- Only those in reg. ed.

1.1d,e &f.- Open to all but only used on a needs priority basis. (d,e,f)
1.1d,e&f.- Impossible !

1.1e.- all ?
1.1e.- referred
1.1e.- not all students in need of help are referred.
1.1e.- SST is available but not always used.
1.1e.- ?
1.1e.- but not team's fault.
1.1e.- (some)
1.1e.- ?

1.1f.- ?
1.1f.- but not team's fault.
1.1f.- (some)
1.1f.- referred
1.1f.- all ?
1.1f.- SST is available but not always used.
1.1f.- not all students in need of help are referred.

1.1h,i.- Same ?

1.2.- SST Xed out Assessment written in

1.2a.- ?

1.2b.- ?

1.2d.- Creative is X'ed out
1.2d.- ? between effectiveness rating of poor and moderate.

1.2e.- Outstanding

1.2f.- We do not always recieve feedback.
1.2f.- Students need change.
1.2f.- (Review SST)
1.2f.- Sometimes

1.2g.- Immediate ?
1.2g.- Immediate - No

1.2h.- time is an item of limited quantity.

1.2i.- ?

1.2j.- ?
1.2j.- no

1.2k.- Usually emotional.

1.2l.- No parent involvement at our CST's yet.
1.2l.- especially good here.
1.2l.- Not parents.

1.2m.- (Sp.Ed.)

1.3.- No ?
1.3.- N/A No - this is not one of our purposes.
1.3.- I have only been involved with students who were regular ed. students.

1.3a.- no
1.3a.- ? I don't know
1.3a.- ?

1.3b.- secondary (What?)
1.3b.- ? [Note: ? "was written in by 6 respondents"]
1.3b.- Not sure
1.3b.- NA [Note: NA "was written in by 2 respondents"]
1.3b.- Don't understand program
1.3b.- Ambiguous [Note: Ambiguous "was written in by 3 respondents"]

1.3c.- Only for students referred for specific problems in terms of recommendations.
1.3c.- Not sure
1.3c.- ? [Note: ? "was written in by 4 respondents"]
1.3c.- Not really a purpose
1.3c.- (minor)
1.3c.- no

1.3d.- ? [Note: ? "was written in by 2 respondents"]

1.3e.- NA
1.3e.- categorical (?)
1.3e.- ? [Note: ? "was written in by 3 respondents"]

1.3f.- I don't know
1.3f.- already done before SST
1.3f.- ?

1.4.- * I would not say these are the "purpose" of our SST, rather a part of our standard procedure.
1.4.- General statement.- Not Known
1.4.- UnKnown

1.4a.- ? [Note: ? "was written in by 4 respondents"]
1.4a.- I don't know
1.4a.- I guess so
1.4a.- not all students in need are referred.

1.4b.- not all students in need are referred.
1.4b.- I guess so
1.4b.- I don't know
1.4b.- ? [Note: ? "was written in by 4 respondents"]
1.4b.- Too Good

1.4c.- ? Dont know what this law is
1.4c.- Too Good
1.4c.- ? [Note: ? "was written in by 7 respondents"]
1.4c.- I guess so
1.4c.- I don't know
1.4c.- not all students in need are referred.
1.4c.- Poor because regardless of how positive the meeting there are no alternatives.

1.4d.- ?

1.5.- A place to brain storm when working with students who have frustrated individual staff members who have been trying, unsuccessfully, to modify poor behavior &/or performance.

- To provide for an interdisciplinary approach to student problem solving.

- I think we deal with the whole student body, and try to find the students that are slipping through the cracks.

- 1) To help parents to know that the school is, in fact, doing all w/in its power and resources to meet a child's special needs.
2) The SST process seems to go a long way toward parents & teachers/staff working <u>together</u> "For the good of the child" as opposed to their being "at odds" or in opposition.

- Gives everyone the same information about the student's background.

- Lets parents know how much we care.

- Lets parents share personal information with us in a caring, supportive environment.

- info that will hopefully better enable <u>everyone</u> to help the student.
(you didn't ask about the <u>parents</u> at all. <u>That's</u> the main focus. <u>Their</u> involvement.)

- The SST is a bothersome step at the elementary level in this school district to placement.

- In most cases a referral to the SST is an automatic beginning to the placement process in special education-

- Co-operative interaction of regular education resources and special education personnel.

- All possible students being considered for retention must go through Child Study Team.

- All possible students being considered for retention must go thru CST.

- To consider retention for a child.

- Work w/ gifted students - making sure the regular classroom is meeting their needs and utilize all facets of our school to give these children the best.

- Retention

- Provide clear family - school communication.

- To look at the student in a wholistic manner. Pointing out strengths to work with as well as weakness to improve.

- To enable a more holistic view of the child for the staff as well as the parents.

- Our team has been of great help to me - I only wish we had more time allotted to our support people (psychologist, etc.) to allow meetings almost "the minute" problems surface. At times the waiting is frustrating when a child is experiencing monumental problems in the regular classroom. (I assume this is a money (salary) problem.

- To screen and identify family/emotional problems.

- We are now using the SST as an additional resource before referring a child to the continuation program.

- Identify high risk students and plan appropriate intervention.

- Gifted referrals not tested during summer are reviewed and recorded in CST notes.

- To review progress of special education placements with the purpose of providing appropriate removal in a timely manner.

- To develop post high school experience for individual placement as they reach the senior year.

- SST provides classroom teachers with moral support, self-confidence.

- SST gives school an espirit de corps because teachers are helping teachers and accomplishing a school wide program to better students, staff and school.

- I feel our primary purpose is to give teachers an immediate sounding board for their problems with referred students. Our staff is a very experienced staff; when they come to SST they have already tried every "trick in the book" so to speak.

- To assist teachers in not feeling alone in dealing with a child with problems. The team members are all experienced teachers and are able to draw upon that knowledge when suggesting a course of action for a particular child.

- Our purposes seem to be well covered in this questionnaire.

- to serve immediate needs of teachers.

- immediate source for helping teachers.

Question 2 :Participants in Student Study Teams

2a.

-NA- We don't have these personnel

Principal.- Elementary
Principal.- Rarely
Principal.- Would like more occasional visits.
Principal.- Principal at elem. school sometimes unable to attend meetings.
Principal.- at elementary

Assistant Principal.- NA [Note: NA "was written in by 9 respondents"]
Assistant Principal.- What's that?
Assistant Principal.- None available
Assistant Principal.- We have none.
Assistant Principal.- Vice-Principal.- Same [Note: Same "was written in by 2 respondents"]
Assistant Principal.- Vice-Principal.- Same at our school
Assistant Principal.- We don't have
Assistant Principal.- SAT
Assistant Principal.- High School
Assistant Principal & Vice-Principal.- Non-existant.

Vice-Principal.- NA [Note: NA "was written in by 10 respondents"]
Vice-Principal.- For student services grade coordinator
Vice-Principal.- ?
Vice-Principal.- We don't have
Vice-Principal.- We have none.
Vice-Principal.- None Available
Vice-Principal.- Is principal's designee
Vice-Principal.- What's that?
Vice-Principal.- at high school

Management Trainee.- NA [Note: NA "was written in by 8 respondents"]
Management Trainee.- None Available
Management Trainee.- We have none

Principal's Designee.- Department Chair (Special Ed.)
Principal's Designee.- NA [Note: NA "was written in by 5 respondents"]
Principal's Designee.- If necessary because principal is unavailable.
Principal's Designee.- Upper & lower grade teacher designated by principal.
Principal's Designee.- Sometimes - when principal not available.
Principal's Designee.- We have none.

2.b
Students classroom teacher.- All
Students classroom teacher.- rare appearances.
Students classroom teacher.- Conferring member
Students classroom teacher.- When student is referred.
Students classroom teacher.- The referring teacher attends at the JR. High level. All other teachers who have the student also attend.

Student's classroom teacher.- Member only when a student from that room is being studied.
Students classroom teacher.- ?
Students classroom teacher.- More than one teacher

Students previous teacher.- SAT
Students previous teacher.- Current (in place of previous)
Students previous teacher.- Important!
Students previous teacher.- When appropriate
Students previous teacher.- never witnessed this
Students previous teacher.- Sometimes - especially at at beginning of year.
Students previous teacher.- at times.
Students previous teacher.- when necessary.
Students previous teacher - They may not attend but they do give input.
Students previous teacher.- Rarely
Students previous teacher.- Occasionaly

Students receiving teacher.- Meet with receiving teacher at beginning of each school year (2 X's)
Students receiving teacher.- Important!
Students receiving teacher.- If known
Students receiving teacher.- At end of year only-
Students receiving teacher.- When appropriate

Students core teacher.- NA [Note: NA "was written in by 8 respondents"]
Students core teacher.- rarely.
Students core teacher.- Especially at high school level.
Students core teacher.- We have none
Students core teacher.- Not applicable

Students elective teacher.- NA [Note: NA "was written in by 13 respondents"]
Students elective teacher.- Not applicable

Teacher receiving student.- SAT
Teacher receiving student.- when approprate.
Teacher receiving student.- Is usually classroom teacher.
Teacher receiving student.- ?

Teacher-member of student study team.- NA [Note: NA "was written in by 2 respondents"]
Teacher-member of student study team.- Problems with someone to sub.
Teacher-member of student study team.- From SES
Teacher-member of student study team.- 1 for each grade level
Teacher-member of student study team.- one for each grade level (3x's)
Teacher-member of student study team.- Usually two
Teacher-member of student study team.- 2 [Note: 2 "was written in by 3 respondents"]
Teacher-member of student study team.- Both primary and upper grade.
Teacher-member of student study team.- [Note: Teachers name was omitted for reasons of confidentially]

Opportunity class teacher.- ? [Note: ? "was written in by 3 respondents"]

Opportunity class teacher.- NA [Note: NA " was written in by 12 respondents"]
Opportunity class teacher.- Not applicable
Opportunity class teacher.- (LOP)

Speech teacher.- SAT
Speech teacher.- if working with student.
Speech teacher.- Often needs to be more involved.
Speech teacher.- NA [Note: NA " was written in by 3 respondents"]
Speech teacher.- ? [Note: ? "was written in by 2 respondents"]

Special day class teacher.- NA [Note: NA "was written in by 6 respondents"]
Special day class teacher.- Not applicable
Special day class teacher.- ? [Note: ? "was written in by 2 respondents"]
Special day class teacher.- When needed
Special day class teacher.- usually not.
Special day class teacher.- When Appropriate
Special day class teacher.- If involved with a student.
Special day class teacher.- (RST)

English as Second Language Teacher (ESL).- Dosen't attend meetings - are referred to for input.
English-as-Second Language Teacher (ESL).- If involved
English as Second Language Teacher (ESL) - When appropriate
English-as-Second Language Teacher (ESL).- NA [Note: NA "was written in by 3 respondents"]

Other interested teacher.- NA [Note: NA "was written in by 2 respondents"]
Other interested teacher.- SAT
Other intrested teachers.- Representative from each grade level.
Other interested teacher.- Kindergarten teachers trained in Gesell developmental level testing who have tested the child.

Miller-Unruh Project teacher.- NA [Note: NA "was written in by 13 respondents"]
Miller-Unruh Project teacher.- ?
Miller-Unruh Project teacher.- none here.

Resource teacher.- Same as specialist.
Resource teacher.- NA [Note: NA "was written in by 3 respondents"]
Resource teacher.- RST
Resource teacher.- SAT

Resource teacher---
Speech teacher--- --All the same
Special day-class teacher---

Remedial/Supplemental teacher.- NA [Note: NA "was written in by 6 respondents"]
Remedial/Supplemental teacher.- if working with student.
Remedial/Supplemental teacher.- RST.

2c.
Resource.- RST
Resource.- NA

Resource.- When Appropriate

Reading.- (Miller-Unruh)
Reading.- When needed.
Reading.- If involved
Reading.- NA [Note: NA "was written in by 6 respondents"]
Reading.- Same as above

Speech.- Same as above
Speech.- When Appropriate
Speech.- SAT
Speech.- ? [Note: ? "was written in by 2 respondents"]
Speech.- NA
Speech.- When appropriate

Mathematics.- NA [Note: NA "was written in by 7 respondents"]
Mathematics.- None here.
Mathematics.- as needed but all do not attend even when invited for a specific student
Mathematics.- SAT
Mathematics.- If involved

Physical Education.- SAT
Physical Education.- NA [Note: NA "was written in by 5 respondents"]
Physical Education.- (Adaptive)
Physical Education.- Rarely
Physical Education.- None here.

Bilingual Education.- When appropriate
Bilingual Education.- Vice-Principal
Bilingual Education.- When referring teacher is bilingual.
Bilingual Education.- Regular teacher - member is bilingual.
Bilingual Education.- If involved
Bilingual Education.- As needed
Bilingual Education.- They provide information but don't attend on a regular basis
Bilingual Education.- (ESL)
Bilingual Education.- NA [Note: NA "was written in by 3 respondents"]
Bilingual Education.- (could be but hasn't so far)
Bilingual Education.- When approprate
Bilingual Education.- ESL

Migrant Education.- NA [Note: NA "was written in by 9 respondents"]
Migrant Education.- If involved
Migrant Education.- As needed

Interpreter.- As needed
Interpreter.- NA [Note: NA "was written in by 6 respondents"]
Interpreter.- If needed [Note: If needed "was written in by 2 respondents"]
Interpreter.- When Needed

Chapter 1.- NA [Note: NA "was written in by 6 respondents"]
Chapter 1.- When appropriate
Chapter 1.- SAT

Audiologist.- NA [Note: NA "was written in by 6 respondents"]
Audiologist.- We have none

Guidance Consultant.- NA [Note: NA "was written in by 7 respondents"]
Guidance Consultant.- None here.

Home-School Coordinator.- NA [Note: NA "was written in by 9 respondents"]

Special Education Clerk.- NA [Note: NA "was written in by 7 respondents"]

Adminstrative Secretary.- NA [Note: NA "was written in by 7 respondents"]
Administrative Secretary.- Sets up meetings

Social Worker.- NA [Note: NA "was written in by 6 respondents"]
Social Worker.- Trainee [Note: Trainee "was written in by 2 respondents"]

School Improvement.- NA [Note: NA "was written in by 3 respondents"]

Probation Officer.- NA [Note: NA "was written in by 6 respondents"]

Gifted and Talented Education (GATE).- GATE [Note: GATE "was written in by 2 respondents"]
Gifted and Talented Education (GATE).- NA [Note: NA "was written in by 2 respondents"]
Gifted and Talented Education (GATE).- I've never witnessed this.
Gifted and Talented Education (GATE).- When Approprate
Gifted and Talented Education (GATE).- If child is identified for GATE

Psychologist.- NA
Psychologist.- When appropriate
Psychologist.- Leader
Psychologist.- SAT
Psychologist.- Guidance Consultant.- Same [Note: Same "was written in by 2 respondents"]
Psychologist - Counselor.- Same person.

Counselor.- High school level.
Counselor.- SAT
Counselor.- at high school
Counselor.- NA
Counselor.- When appropriate

Physician.- NA [Note: NA "was written in by 5 respondents"]

Nurse.- NA [Note: NA "was written in by 2 respondents"]
Nurse.- Could possibly be.
Nurse.- (there are none in dist.) When we had them, they were regular members.
Nurse.- When appropriate.[Note: When appropriate "was written in by 2 respondents"]
Nurse.- When requested only.
Nurse.- SAT
Nurse.- When needed

Parents.- (of student being SST'd)
Parents.- NA [Note: NA "was written in by 2 respondents"]
Parents.- Could on occasion
Parents.- When their child is involved
Parents.- At times, child's parents are included when appropriate.
Parents.- When appropriate
Parents.- At IEP meeting or SST when meetings requested.

Parents, & Student.- Parents & students are always invited.

Student.- When appropriate
Student.- (Above 2nd$_{gr.}$)
Student.- NA [Note: NA "was written in by 3 respondents"]
Student.- IEP meetings in high school.
Student.- Could on occasion

2.d
-General Comment.- Depends upon areas of weaknesses.

-Learning Directors

- Sometimes private tutor will attend.

- Private tutors have been invited on occasion.

- Classroom teacher to serve as a recorder to keep the group memory chart.

-Director of Special Education, Program Specialist

-Director of Special Education and Program Specialist

-Counseling center

-Counseling Center Counselor

-Counseling center, Drug/Alcohol abuse counselor. Continuation School Principal

-District head of Special Services Reg. member

-Head Counselor

-Head Counselor's Intern (Family Services Counselor-); "Big Brother" volunteer

-Ocupational Therapist

-People involved in a child study team depends on the child & set circumstances ex. Is more than one teacher involved, does hearing problem exist etc.

-Speech teacher ( )

-More often teachers are more frequently present at student study meetings in the elementary grades - in high school referrals come written through teachers to

counselors to SST. Teacher reports are sent to counselor when student is discussed at SST meetings.

-Sometimes the support members are participants through written information given to the psychologist when they report to the team. Always, teacher reports of the student are collected for the meeting so that current and past teacher information is available.

-One representative for each grade level.

-Special Resource Teacher. All grade level teachers on team

-Therapists and psychologists etc, when needed.

-Campus Supervisor.- (Intermittent)

-Occupational Therapist

-Vocational Evaluator - Regular.

Question 3 : Activities of Student Study Team

General Comment.- Ridiculous !
- I am not involved - I don't know.

3.a thru h.- NA
3.a,b&c.- Done by teacher prior to SST meeting.

3.a.- Teacher
3.a.- ?
3.a.- Usúally Teacher referral

3.b.- ?
3.b.- Tchrs.
3.b.- Teacher

3.c.- Teacher
3.c.- ?

3.d.- A subcommittee of the SST does the scheduling
3.d.- Team.
3.d.- SST Xed out Assessment written in

3.e.- SST Xed out Assessment written in
3.e.- Team

3.f.- Team
3.f.- (some)
3.f.- Usually classroom teacher - sometimes
3.f.- ?
3.f.- Tchrs.

3.g.- Ask teachers to supply info.
3.g.- Sometimes.
3.g.- ? [Note: ? "was written in by 2 respondents"]
3.g.- Team

3.h.- F = more recommendations for interventions.

- a,b,c, happens prior to actual CST meetings, data gathering begins with referring teacher.

- At the elementary level, the SST is the first step toward placement in special education. There is a strong emphasis here on placement in special education for as much of the day as possible.

- IEP

- Brainstorming possible methods to use with student.

- Share info. re. student/situation to those possibly concerned or involved

- Beginning of new school year meeting with new teacher and whole committe.

- "Mini-meetings" with different members of the team doing assesment so that I, as a classroom teacher can use the most current information to develop a program to meet the childs needs untill the team meets to evaluate all the information.

- Testing; interviewing; assessments; IEP scheduling.

Question 4 : Resources for Suggestions, Modifications and Interventions.

4.1a thru f.- NA

4.1a.- There is time because we make time.
4.1a.- ? [Note: ? "was written in by 2 respondents"]
4.1a.- What does this mean?
4.1a.- Before and after school only. Occasionally released from yard duty.
4.1a.- Limited.
4.1a.- Release from adjunct duty.
4.1a.- Released from a.m. yard duty.
4.1a.- ? Teachers released from morning yard duty.
4.1a.- Resource teachers only.
4.1a.- Special Ed teachers only
4.1a.- (Sp. Ed.)
4.1a.- Prep.
4.1a.- Released from yard duty time.
4.1a.- Released from morning yard duty.

4.1b.- Resource room.
4.1b.- Special materials not furnished to regular teachers.
4.1b.- ? [Note: ? "was written in by 2 respondents"]
4.1b.- (** but I'm not familiar with the extent of these materials)

4.1c.- (voluntary - <u>not</u> released time)
4.1c.- District and special ed. people make time to attend.
4.1c.- Not sure what this means
4.1c.- NA

4.1d.- ?

4.1e.- Under lock and key
4.1e.- SST Xed out Assessment written in

4.1f.- Tutorial help from U.C. Berkeley students.

- Special Ed services.

- Weekly faculty lunchroom problem solving group on student attendance & achievement open to any staff member and regular (unreadable word) specialists outside school district.

- Therapist in community comes every 2 weeks -> consultation.

- Resource teachers, material sharing, modifications of programs and methods.

- Material from resource specialist and [Note: School name omitted for reasons of confidentially] Elementary resource room.

- Instructional materials from Special Education Resource Specialist & School Resource room.

- Material from resource specialist and our own resource room.

- Consultation with specialists as needed.

- Critical needs of students at school reveal more teacher time needed beyond voluntary lunch hour.

- from RST

- Home School Coord., Resource Teacher, Psych.

- A member of the study team who is excellent at recording (an important part in gathering and communicating information)

- We changed the material that was used at other schools.

- Severely lacking in these areas.

- Synopsis of student skills/problems.

- Members of the team (RST) are able to cover for the regular teacher if they want to participate in the meeting; reports on the students to assist teachers on suggested modifications are sent out to teachers with follow-up discussions by counselor, psychologist or RST.

4.2.- SST Xed out Assessment written in

4.2a thru f.- NA

4.2a.- At Times
4.2a.- In most cases this has already been tried.

4.2b.- ?
4.2b.- Somewhat.
4.2b.- At Times
4.2b.- Occasionaly
4.2b.- (some)

4.2b,c,d,e.- By changing classes

4.2c.- ?

4.2d.- This area is in need of improvement.
4.2d.- Occasionaly
4.2d.- Somewhat [Note: Somewhat "was written in by 2 respondents"]

4.2e.- !

4.2g.- By referral.
4.2g.- ?

4.2h.- ? [Note: ? "was written in by 3 respondnets"]

4.2h.- LOP
4.2h.- Not sure.

4.2i.- Altering/Change students program.

- Continuation Program.

- Program change (examples (1) change of elective, change in time of day or student takes a certain subject, (2) change in teacher.)

- We need to improve in this area; Team teaching ex. 3rd grader goes to 2nd grade for reading, - retention - counseling.

- School nurse, home visits, SARB intervention, Migrant Support staff, tutoring or special outside assistance.

- Counseling

- Release time for teachers participating as regular members of the SST.

- LOP, class & teacher change.

- Class or teacher change.

- Opportunity Program.

- Guidance consultant - E.T. program - Discussion groups for self-esteem & behavior - Contracts - Tutoring

- We are working as a team. Continue in same manner except a minimum day to give time for paperwork would help.

- Anything that has ever been tried !

- Assignments & teaching techniques may be modified, but at no point should they be changed (shorten or simplify) for 1 student.

- Recommendations for therapy and parent skills.

- Occupational therapy

- New perspectives on joint problem solving

- At present student assessment team (SST) focuses on modifications accessible to special education staff.

Question 5 : Making Recommendations

5.- SST Xed out Assessment written in

5.a thru g.- NA

5.a.- [Note: "Individual is x'ed out, substituted instead" Group <> see change.]
5.a.- Somewhat
5.a.- Sometimes

5.b.- [Note: "Individual is x'ed out, substituted instead" Group <> see change.]

5.c.- once in a while
5.c.- No
5.c.- (if appropriate)
5.c.- ?
5.c.- ? Sometimes as needed
5.c.- Sometimes.
5.c.- Sometimes
5.c.- AT IEP in high school. *

5.d.- Usually at IEP and parent conference. *
5.d.- Occasionaly
5.d.- Sometimes [Note: Sometimes "was written in by 3 respondents"]
5.d.- At times
5.d.- No

5.e.- (facilitates)
5.e.- Usually the psychologist does this
5.e.- Sometimes.
5.e.- Usually lots of group participation.

5.e&f.- Both occur occasionaly,

5.e
or
5.f

5.f.- No
5.f.- (often the child's teacher)
5.f.- Sometimes but usually RSP teacher leads.

5.g.- Outside resource participation and discussion. Intermittent and/or support members participation and discussion.

- * Usually this is part of the suggested activities of the team. This information has usually been collected so the team has a clear idea about the student. If not, the team tries to collect more info from the students counselor regarding student and parent background and ways student and parent should be involved in the intervention.

- Recommend fulltime counselor to act as Student Parent Teacher liaison.

- Team meets when need arises. People involved in 1st meeting review childs problems. 2nd meeting may involve more specialists depending on problems & recommendations to be explained to teacher & team.

- It varies

- I don't know

- At the elementary level, no one assists the regular teachers in interventions before referral. The administrators do not assist teachers in the classroom at most of the elementary schools with any kind of classroom adaptations or modifications.

- Psychologist usually names interventions & becomes leader though not chairman of group.

- Referral to child welfare worker on site.

Question 6 : Procedures used to Report Success of Modifications

6.a.- SST Xed out Assessment written in

6.a thru f.- NA
6.a1&2.- ?

6.a1.- ? [Note: ? "was written in by 2 respondents"]
6.a1.- High school.
6.a1.- Only occasionaly is no feedback given.

6.a1&2.- NA - as we monitor all cases.
6.a1&2.- ?
6.a1&2.- Sometimes

6.a2.- Elementary school.
6.a2.- ? [Note: ? "was written in by 2 respondents"]
6.a2.- most of time
6.a2.- At times

6.b.- *
6.b.- SST Xed out Assessment written in

6.c.- *
6.c.- SST Xed out Assessment written in
6.c.- Irregularly

6.c1.- Only for special ed. testing.
6.c1.- Sometimes. [Note: Sometimes "was written in by 5 respondents"]
6.c1.- At times

6.c2.- At times.
6.c2.- Sometimes. [Note: Sometimes "was written in by 5 respondents"]

6.c2&3.- ?

6.c3.- When cases get backed up.
6.c3.- (sometimes)
6.c3.- If necessary
6.c3.- When necessary

6.d.- *
6.d.- SST Xed out Assessment written in

6.d1.- W/ observations

6.d2.- Sometimes.

6.d4.- (sometimes but rarely)

6.e.- Sometimes
6.e.- Is considered and may influence judgement.

6.e.- ? [Note: ? "was written in by 2 respondents"]
6.e.- No
6.e.- But this rarely occurs.
6.e.- Never.
6.e.- Depends upon agency supplying information
6.e.- SST Xed out Assessment written in

6.f.- * The size of SST's at [Note: "School name ommited for reasons of confidentially"] vary from 3 people (RSP, Admin., Teach.) to 5,6,7 staff. The above usually is reported back to the smaller group.

- End of year regular testing by regular classroom teacher, parent teacher conferences.

- Being as small school, the SST members are constantly discussing our students w/ parents, students and others involved - Follow-up meetings are scheduled as soon as the need arises.

- Discussion with resource specialist.

- Informal dialogue.

- Teacher and/or parent judgement.

- discussion at follow-up formal/informal meetings.

- A follow-up review is scheduled to discuss or re-evaluate the child's progress.

- On (a) feedback is always given to the child study team to report progress and or ask for more help.

- Informal discussion by CST members w. referring teachers & other CST members.

- Student, parent, teacher, specialist - anyone can report. Usually those team members directly involved with that student receive reports of any (and all appropriate) kinds. Follow-up "group" meeting - of involved personnel - are held as needed.

- A follow-up meeting is always held, but it is attended only by those members of the team who have specific responsibilities. Copies of the report of that meeting are available to those who need them (a receiving teacher, for example.)

- A smaller committee of the SST (those members involved in specific actions) have a follow-up meeting to discuss the interventions.

- Verbal communication between teacher and resource specialist, psychologist or reading specialist.

- We have written follow-up's in a special binder. It is available to the total faculty. It is kept in Resource Specialist room & updated by R.S.

- A smaller committee meets & discuss outcomes & tests results. These include classroom teacher, parents, school psychologist, resource specialist, & reading specialist. In the interest of time it is impossible for the entire committee to meet for all the meetings.

- We need more time/staff/money for follow-up.

- Most feedback is not planned as per a schedule & comes more informally.

- I have not heard of any feedback on success or failure.

- Teacher observation

- A child's progress is reviewed periodically & is ongoing. "Success" does not indicate an end to study team's interest & concern.

- Our team has not fully solved this step in our procedure. We continue to foster our own growth and this looks like it may be our next area.

- Mostly feedback from referring teachers.

- Some cases are put on hold and classroom teacher refers again at later date if she feels there is still a problem.

- Individual consultation with team member.

- Confirming or contradicting test results.

- Teacher questionnaire.

- Regular classroom teacher files summary report.

- We don't do this very well - modifications are recommened to counselor generally - if we never hear about the student again, we assume problem went away.

- Quarter grades, attendence records, behavior or descriptive records.

- Observations, teacher or parent report.

- Attendence, behavior changes, parent involvement.

- We are basically a referral and data gathering part of the Student Study Team Process.

Question 7 : Which Procedures are used to Determine Success of Modification/Intervention.

7.a.- Anyone

7.a1 thru a7.- NA

7.a1.- indirectly.

7.a3.- SST Xed out Assessment written in

7.a4.- Principal.

7.a7.- S.A.T.

- Administration.

- Student advisor

- Success at interventions does not appear to be discussed; failures result in a meeting.

- Resource teacher

- Any involved with the student.

- I am uncertain there is any follow-up what-so-ever after "interventions" have been selected. *

- The student. [Note: The student "was written in by 3 respondents"]

- The student, peers, guidance personnel.

- Student himself. [Note: Student himself "was written in by 2 respondents"]

- End of the year review.

- Anyone who can help

- Specialists, etc.

- I am not aware there was an actual formal evaluation of the success except that on the SST I was involved in I was aware of what happened to the student because I was the counselor.

- If problem with student persists, (poor grades, attendence, behavior), we consider other options. We also do more information gathering to see if we missed something on the first record review.

- Testing results.

- Principal.

7.b.- General Comment.- if these were the problem areas.
7.b.- Each of these depends on our objective (s) for individual students. We have used each item checked.

7.b1 thru b12.- NA
7.b 1&2.- Not so problematic at K-3 level but could be used.

7.b3.- We don't have this problem.

7.b5.- Teacher observations only (no records)
7.b5.- Informally

7.b6.- "To some degree"

7.b8.- "To some degree"

7.b9.- grade level
7.b9.- NA [Note: NA "was written in by 2 respondents"]

7.b10.- Sometimes.

7.b11.- When appropriate
7.b11.- NA

7.b12.- Playground behavior - number of detentions - citations

- Surely not all of these with any child - depends upon situation.

- The change of attitude toward learning.

- * Same as above.

- if applicable.

- Observations.

- Any or all of above.

- Passing classes in general

- Grade Reports.

- Report card.

- Playground detentions

- Teacher observation of the positives: eg. happier affect, greater involvement with peers, etc.

- Students assessment of what is going on.

- All input may be considered. No single source, unless that is the specific problem, e.g. truancies.

- Support staff testing.

- The above depends upon the nature of the students problem.

- Teacher's personal report.

- Classroom observations and parent concerns

- Teacher judgment, parent judgment.

Question 8 : Which Criteria is used to Judge Success of Student After Modification.

8.- General Comment.. To my knowledge none of the below.

- If the questionnaire deals with "the team" why are you asking about a single student ?

- This is a dumb page. Naturally we use anything appropriate.

- Unable to answer due to insufficient experience with assessment team procedures.

8.a1 thru a4.- NA

8.a2.- Not checked.

8.a4.- Teacher & specialist observations

- More positive behavior.

- Teacher judgment, parent judgment.

- Increased cooperation or motivation.

- Passes courses.

- If ability level is known at that point.

- Child's emotional / behavioral mode; affect, etc. regarding the academic area (eg. "I hate math" vs. "I get it!")

- Anything appropriate

- We haven't had the time to do this.

8.b1 thru b5.- NA

8.b2.- Doesn't happen often.

8.b5.- Performance at home.

- Ditto

- Or undesirable

8.c1 thru c6.- NA

8.c6.- Performance at home.

- Ditto

- Peer Relationships.

- Better attendence record.

Question 9 : Which Factors Support Effective Student Study Teams.

9.- SST Xed out Assessment written in 2X's

9.a1 thru a9.- NA
9.a *1, *3, *4.- * Same person.

9.a.- Secondary - 7th - 8th
9.a.- 7/8

9.a1.- Attends but is not the chairperson.
9.a1.- ?
9.a1.- Secondary - Occassionally
9.a1.- Sometimes
9.a1.- As often as possible.

9.a2.- SST Xed out Assessment written in
9.a2.- (when needed)
9.a2.- Assist. Prin.

9.a3.- SST Xed out Assessment written in
9a.3.- [Note: Teachers name, omitted because of confidentially.]

9.a3&4.- Same

9.a4.- SST Xed out Assessment written in
9.a4.- Psychologist [Note: Psychologist "was written in 2 times"]
9.a4.- SAT Coordinator
9.a4.- ?

9.a5.- NA [Note: NA "was written in by 2 respondents"]
9.a5.- SST Xed out Assessment written in
9.a5.- Resource teacher.
9.a5.- Varies from school to school, independent of level.
9.a5.- not anymore
9.a5.- ?

9.a6.- NA [Note: NA "was written in by 3 respondents"]
9.a6.- ?
9.a6.- Teachers at the particular grade level of child.
9.a6.- SST Xed out Assessment written in
9.a6.- ?

9.a7.- ?
9.a7.- After or before school i.e., overtime
9.a7.- SST Xed out Assessment written in
9.a7.- Before school not release time.
9.a7.- needed.
9.a7.- Needs more time. Staff assumes their morning yard duty but SST members have a rushed, hectic morning on Wednesday and Friday (their meeting days).
9.a7.- No
9.a7.- ? [Note: ? "was written in by 3 respondents"]

9.a7.- Secretary.
9.a7.- NA [Note: NA "was written in by 2 respondents"]

9.a8.- ? [Note: ? "was written in by 4 respondents"]
9.a8.- Sometimes
9.a8.- Support persons: eg. psychologist
9.a8.- SST Xed out Assessment written in

9.a9.- Shared professional interests beyond mandate (seminar environment). On going dialogue amoung centrel members outside SST frame regularly focused on search for staff development inroads.

- Chairperson of the Special Ed. Department.

- Some changes in yard duty scheduling to accomodate CST attendence.

- At Jr. high level we divide SST duties among members so no one person is overburdended. Examples - Chairperson- aranges agenda and notifies members, logs cases, Psych.- checks sp.ed. records for past info., Resource Spec.- writes minutes, Vice-Principal- follows up with school staff, asks staff for input on each student., 2 reg. teachers- search CUM folder prior to meeting.

- Administrator <u>should</u> take a more active part in this group. The chairperson of our Child Study Team is an effective leader and has contributed to its success.

- Our meetings are facilitated by our Resource Specialist &/or Psychologist.

- Our facilitator needs more training and confidence since her administrators and the psychologist are both valuable but strong people.

- Resource Person's perseverance. He does an excellent job coordinating.

- All members may assume a leadership role from time to time especially the resource tcher.

- The actual SST meeting was well run as a group process.

- Administrator is the chairperson/facilitator.

- As said before, a regular recorder to note the comments, suggestions & concerns really seems to keep the group on task, keeps language consistent from one SST to the next, allows group to visualize what transpires as we meet.

- Reading Specialist & Resourse Specialist really carry the <u>burden</u> of leadership as far as planning and carrying through are concerned.

- Giving teachers who are expert in the SST process released time to carry out responsibilities is essential - <u>imperative</u> to the success of the SST's.

9.b.- 7/8

9.b1 thru b5.- NA

9.b1.- No

9.b2.- Excellent

9.b3.- Rarely
9.b3.- Sometimes.
9.b3.- SST Xed out Assessment written in
9.b3.- No

9.b4.- No
9.b4.- ?
9.b4.- (usually)

9.b5.- SST can be effective by assigning on to the SST members not presently involved as the student's teacher or counselor to follow up to see that the follow through of recommended modifications take place both on the part of the school and student & family. Both need accountability.

- And special education teacher, chapter 1.

- Referrals originate from counselors.

- Counselors are expected to bring referrals to Child Study Team.

- We discuss another meeting, but don't set the date.

- Some individuals accept responsibility, others do not.

- Itinerant specialists sometimes have trouble completing assigned tasks quickly due to limited time available to be at school.

- Some referrals take place through the advisors

- We have an <u>exceptionally</u> concerned & helpful team at our school.

- Again, the chairman has everything ready for each meeting. Does a great job.

- Our SST chairman spends numerous "extra" hours weekly to make our SST a success. Without this devotion it would not be a success. *This is probably the key to the succes of all SST's.

- Regular Ed. teachers sometimes fail to completely fill out referral forms.

9.c1 thru c5.- NA

9.c1.- No
9.c1.- (sometimes)
9.c1.- Generally
9.c1.- Most do.
9.c1.- Sometimes.
9.c1.- As often as possible
9.c1.- Usually or are notified.

9.c1.- SST Xed out Assessment written in

9.c2.- SST Xed out Assessment written in
9.c2.- Excellent
9.c2.- Sometimes

9.c3.- ?
9.c3.- No
9.c3.- when necessary
9.c3.- Sometimes as needed.
9.c3.- I don't know.
9.c3.- NA [Note: NA "was written in by 2 respondents"]
9.c3.- Sometimes [Note: Sometimes "was written in by 2 respondents"]
9.c3.- I have not seen this.
9.c3.- Rarely
9.c3.- SST Xed out Assessment written in
9.c3.- Occasionaly

9.c4.- Occasionaly
9.c4.- As appropriate.
9.c4.- SST Xed out Assessment written in
9.c4.- Not usually
9.c4.- Occasionally
9.c4.- When appropriate.
9.c4.- Sometimes
9.c4.- NA [Note: NA "was written in by 2 respondents"]

9.c5.- The student himself is a regular member.

- Community agency representative are generally not invited due to problems w. student confidentiality.

- There is a need to clarify the type of student that the SST can effectively work with.

- Parents who are involved in well planned SST tend to become very positive in their attitudes toward school personnel and that they're trying to accomplish.

- School Psychologist does a good job with parent follow-up after/between meetings about a given child.

- Some teachers never refer to child study team. How can we encourage them ?
- Most of our SST meetings do not involve parents as home is more often than not a contributing factor or a large portion of factor to child's problems, academic, behavioral, or emotional.

9.d.- 7/8
9.d.- Resource Teacher

9.d1 thru d5.- NA

9.d1.- Usually
9.d1.- SST Xed out Assessment written in

9.d2.- SST Xed out Assessment written in
9.d2.- Usually

9.d 2&3.- These areas need to be tightened.

9.d3.- Written reminders of upcoming meetings that include student names (yes) and information on the current status of modifications (no).
9.d3.- No [Note: No "was written in by 2 respondents"]

9.d4.- No [Note: No "was written in by 2 respondents"]
9.d4.- Usually!
9.d4.- Sometimes.

9.d5.- We have a set time each week to meet for SST discussions.

- Names and referral form at elementary level name and possibly status at high school level plus periodic copy of entire log when SST needs to do many rechecks.

- Compilation of all pertinent information on student and reminder to special services to send psych. files.

- Pupil Personnel Group meets at least 2x regularly & shares, provides info, etc. for SST's.

- I appreciate receiving the written reports from the reviewers as assessments are made well ahead of the follow-up meeting .

- Resource Specialist does almost ALL paper work!

- RSP teacher

- Our support staff very efficiently involve themselves in these areas, also.

9.e.- Well coordinated, easy to use; fast action; The interest of the child is foremost. A real "team approach".

- Our child study team consists of an inquiry form. Anyone with a concern can fill one out which alerts an School Appraisal Team. The team meets with parents after testing in areas of concern. As a group we decide what action needs to happen.

- I answered these questions as best I could. Many were unclear. ... (The rest has been covered with white-out.)

- Cooperation of teachers to give up extra time to work on study group.

- Teacher morale - intermediate

- We are a middle school.

- Our main support that leads to our groups success is _____ [Note: Teachers name omitted because of confidentiality]

- Elementary.

- At all levels - my participation is dependent on time & need. I serve 12 school sites, which reduces the opportunity to be at at least half of the SST meetings.

- Secondary

- At the high school level, I question the effectiveness of the SST.

- Our biggest stumbling block has been in following up effectively to monitor modifications & student's progress. Also we have not gotten the entire faculty "sold" on the SST plan.

- The SST process is a positive process however until there are actual meaningful alternatives and resources (ie. tutoring, counseling, resources for aggressive follow-up, special classes, teacher supports, smaller classes) the effectiveness of actually changing and meeting the students special needs are minimal. The positive aspect is that the parents and student generally leave the meeting with the feeling that the school does care about them however the adjustment in program recommended appear to be the same recommendations made previously at other conferences with both student and parents. Please also note that the comment I've made is only based on one SST meeting I was involved with where I initially left the conference feeling very positive however the actual outcome was no change in the student performance because the SST had no alternative and resources to offer.

- The only factor keeping the SST team here sometimes only moderately effective is lack of time - otherwise it would operate in an excellent way most of the time.

- Elementary- a "team attitude"; an excellent rapport exists between facilitator (resource specialist) and school psychologist; an attitude of continually looking for ways to refine the student study team process.

- The SST in [Note: School name ommited for reasons of confidentally] School District operates intermittently with the SAT. Basically the same members fill both functions at all but one of the schools I serve. At the elementary level there is still much resistance to the SST being anything more than the first step to an "intended" placement in Special Education.

- The purpose of both the SST and SAT at the elementary level are to place as many students as possible in Special Education. We are encouraged at least 2x's a year to fill class quotas for funding purposes so the district won't lose money.

- Elementary

- A total commitment from the principal is essential (& present)

- Elementary - The high level of caring about the children & enthusiasm for this project (by all staff members) is what makes our Child Study Team enjoy it's accomplishments.

- Excellent "team attitude" of regular SST members - all are very sensitive about student needs - all experienced/knowledgeable about current laws - all get along with

regular staff well, and are willing to work as needed to help make things better for needy kids.

- Other factors that support effective SST's at all three school levels. Having regular meetings, such as twice a month, lets the staff know where they can refer students and get help if a meeting is needed other than the scheduled time one is called. Flexibility is very important to success.

- Regularly scheduled meetings - elementary

- Dedicated, committed SST members make a successful SST. Their willingness to give their time and talents all year through make a successful SST.

- Release time for staff members to attend rather than skipping their lunch or staying after school.

- Elementary & Intermediate.- Involvement and mutual respect.

- Respect for fellow participants input and expertise,

- SST Xed out Assessment written in

- I am very interested in receiving a copy of the final report.

- The sites I see as most effective in our district are those which do not rely so heavily on sp.ed. personnel for SST duties. When reg. ed. teachers have bulk of responsiblity, especially for leadership/chairperson, they are more invested and more likely to suggest modifications other than always sending referrals into sp. ed. office.

- I feel this questionnaire was very thorough. I have nothing to add.

General comments from the last page of the survey.

- This is too long.

- I think this was a waste of time. It just increased my frustration level by taking my time on endless inane questions! Who gets paid to think this up!

School Level Responses for Thirty Schools

Please return to:

District _____

_____

SELPA _____

_____

DATA COLLECTION FORM 10

Survey of Student Study Team Participants

Cooperative Evaluation Study
Of Existing Student Study
Team Processes

Coop Agreement No.
G0084C3505

Information recorded by: _____
(Name)

_____
(Position)

_____
(School)

_____
(Date)

Instructions

Answer these questions from your own experience with student study team processes. For each iten please check all that apply.

1. There are many purposes of the student study team. Check all of the purposes of the student study team at your school, and the effectiveness with which they are met.

   1.1 In some cases the student is an explicit focus of student study team purposes.

* Indicates a Moderate/Excellent Rating
** Indicates a Poor/Moderate Rating
*** Indicates two schools with equal ratings for all three rating options.

	Purpose Of Our SST	Effectiveness at Meeting Goals: Poor	Moderate	Excellent
a. To provide a quick, professional approach to maximizing each student's education.	[27]	[0]	[8] *2	[20]
b. To ensure correct academic placement of students.	[28]	[0]	[6] *5	[19]
c. To develop interventions which enable students to function in the regular education program.	[27]	[0]	[6] *1	[22]

	Purpose Of Our SST	Effectiveness at Meeting Goals: Poor	Moderate	Excellent
d. To serve all students experiencing learning problems.	[20]	***2 [3]	*1 [11]	[12]
e. To serve all students experiencing emotional problems.	[16]	**3 [3]	*4 [14]	[5]
f. To serve all students experiencing behavioral problems.	[15]	**3 [2]	*4 [16]	[4]
g. To serve students in the regular education program having learning problems.	[29]	[0]	*3 [12]	[15]
h. To serve students in the regular education program having emotional problems.	[25]	**3 [1]	*4 [16]	[6]
i. To serve students in the regular education program having behavioral problems.	[23]	***1 [2]	*3 [17]	[7]
j. To provide a vehicle for delivering appropriate services and interventions for students in a coordinated manner.	[29]	[0]	*4 [9]	[17]

1.2 In some cases the technical assistance activities of the student study team are an explicit focus of student study team purposes.

a. To coordinate delivery of services to students.	[25]	[0]	*3 [9]	[18]
b. To make recommendations for interventions.	[28]	[0]	*1 [5]	[24]
c. To act as a resource in developing interventions.	[28]	[0]	*2 [15]	[13]
d. To develop creative ways of dealing with students.	[25]	[2]	*3 [14]	[11]
e. To provide assistance to classroom teachers.	[26]	**1 [0]	*3 [17]	[9]
f. To monitor progress of interventions.	[23]	[2]	*4 [16]	[8]
g. To provide an immediate support system to classroom teachers.	[25]	***1 [1]	*3 [14]	[11]

	Purpose Of Our SST	Effectiveness at Meeting Goals: Poor	Moderate	Excellent
h. To provide regular education teachers an opportunity to brainstorm on student problems.	[22] ***1	[0]	[14] **1	[14]
i. To provide a team approach to work on problems a student is experiencing.	[28]	[0]	[5] *6	[19]
j. To provide a problem solving body of specialists to which the teachers, counselors, and parents can turn for assistance with particular students.	[26]	[0]	[8] *2	[20]
k. To review cases that are difficult to solve.	[26]	[0]	[14] *3	[13]
l. To allow and encourage involved staff members and parents to add their knowledge and expertise in planning for the student.	[23]	[1]	[10] *3	[16]
m. To refer the student to other programs if further assistance is needed.	[29]	[0]	[4] *2	[24]

1.3 In some cases special education processes are an explicit focus of student study team purposes.

	Purpose Of Our SST	Effectiveness at Meeting Goals: Poor	Moderate	Excellent
a. To eliminate unnecessary assessment.	[18]	[0] **2	[8] *4	[16]
b. To provide secondary resource specialist program referrals.	[16]	[0]	[8] *2	[20]
c. To hold down the special education team paperwork.	[9]	[1] **1	[12] *4	[11]
d. To provide good background on students to the psychologist to facilitate effective selection of assessment tools.	[23]	[0]	[7] *4	[19]
e. To help coordinate categorical programs.	[10]	[0] **2	[14] *3	[9]

	Purpose Of Our SST	Effectiveness at Meeting Goals: Poor	Moderate	Excellent
f. To review individual student problems and plan alternative instructional strategies that can be tested in the regular classroom before a decision is made to refer the student to special education.	[27]	[0]	*2 [12]	[16]
g. To discuss problems of students rather than decisions as to eligibility of student for special education programs.	[26]	[0]	[7]	[23]
h. To make remediation a total school enterprise rather than a concern for special education	***1 [20]	[0]	*5 [15]	[9]

1.4 In some cases an educational statute is an explicit focus of student study team purposes.

	Purpose Of Our SST	Effectiveness at Meeting Goals: Poor	Moderate	Excellent
a. To ensure compliance with California Education Code 56302. (Identification and referral of students, modification of regular instructional program.)	[23]	[0]	*2 [7]	[21]
b. To ensure compliance with California Education Code 56303. (Referral of student only after the resources of the regular education program have been considered and where appropriate, utilized.)	[24]	[0]	*3 [7]	[20]
c. To ensure compliance with the provisions of Public Law 94-142.	[22]	[0]	[3]	[23]

1.5 There may be other purposes for student study teams. not mentioned above, that apply at your school; please list them:

[Comments onpage 17.]

2. There are many participants in student study teams. Check those participants you consider regular members, or intermittent or support members, and add comments if you wish.

Participants	Regular Members	Intermittent or Support Members	Comments
a. Administrators			
Principal	[19]	[1]	
Assistant Principal	[4.5]	[1]	
Vice-Principal	[6]	[2]	
Principal's Designee	[3]	[0]	
Management Trainee	[0]	[1]	
b. Teachers			
Student's classroom teacher	[22]	[6]	
Student's previous teacher	[.5]	[17.5]	
Teacher receiving student	[2]	[14]	

Participants	Regular Members	Intermittent or Support Members	Comments
Student's core teacher	[8]	[4]	
Student's elective teacher	[5]	[8]	
Teacher-member of student study team	[19.5]	[2.5]	
Other interested teacher	[3]	[17]	
Miller-Unruh Project teacher	[2]	[2]	
Opportunity class teacher	[2.5]	[2.5]	
Resource teacher	[29]	[1]	
Speech teacher	[12]	[12]	
Special day-class teacher	[7]	[10]	
English-as-Second Language Teacher (ESL)	[3.5]	[7.5]	
Remedial/Supplemental teacher	[6.5]	[3.5]	
c. Specialists			
Reading	[5]	[3]	
Mathematics	[1]	[2]	
Physical Education	[1]	[5]	
Resource	[22.5]	[3.5]	
Speech	[9]	[11]	
Bilingual Education	[2]	[6]	
Migrant Education	[0]	[3]	
Gifted and Talented Education (GATE)	[0]	[7]	
Chapter 1	[2]	[5]	

Participants	Regular Members	Intermittent or Support Members	Comments
School Improvement	[0]	[2]	
Audiologist	[0]	[1]	
Psychologist	[22.5]	[6.5]	
Counselor	[11]	[5]	
Guidance Consultant	[2]	[0]	
Nurse	[7]	[11]	
Home-school Coordinator	[1]	[0]	
Special Education Clerk	[0]	[0]	
Administrative Secretary	[1]	[0]	
Interpreter	[0]	[3]	
Social Worker	[0]	[2]	
Physician	[0]	[1]	
Probation Officer	[0]	[3]	
Parents	[9.5]	[9.5]	
Student	[5]	[6]	

d. Other (Please specify.) [Comments onpage 22.]

Rev. 10/16/85

3. The Student Study Team Process:

Student study teams engage in a variety of activities. Indicate the statements below that apply to the student study team process at your school.

a. Identification of students meriting referral. [29]

b. First stage data gathering in referral. [29]

c. Review of referral/request for SST assistance. [28]

d. Student study team scheduling. [27]

e. The student study team meeting. [29]

f. Implementation of modifications/interventions. [30]

g. Review of case (follow-up, progress report, update). [29]

h. Other (Please specify.) [Comments on page 29.]

4. Many resources for suggestions, modifications and interventions are described in the literature.

4.1 Which of the following resources are available at your school. (Check all that apply.)

a. Teacher time [26]

b. Teaching aids and materials [24]

c. Other participants' time [24]

d. Assessment/Data collection materials [26]

e. Student study team process materials (forms, etc.) [29]

f. Miscellaneous materials/resources (Please specify.)

[Comments on page 31.]

4.2 Which of the following modifications are practical for a student study team at your school to suggest?

a. Environment (example: change seating) [29]

b. Materials (audio-visual aids) [23]

c. Assignments (shorten or simplify) [30]

d. Teaching techniques [28]

e. Learning modality (visual, auditory, tactile) [27]

f. Parent contact [30]

g. Outside resource interventions [26]

h. Behavior shaping [28]

i. Miscellaneous other; specify: [Comments on page 32.] _____

_____

5. What process(es) does your student study team use to recommend intervention techniques?

a. individual discussion and group decision [30]

b. individual discussion and referring teacher reaction [26]

c. student participation in discussion [9]

d. parent participation in discussion [21]

e. leader directs discussion [26]

f. leaderless group, leader emerges [2]

g. other; specify: [Comments on page 34.] _____

_____

Rev. 10/16/85

6. Which of these procedures are used to report or determine the "success" of recommended modifications?

a. No feedback is given to the student study team on the "success" of modifications and the absence of feedback:
   1. is taken as "no news is good news" [10]
   2. is a problem for the student study team [4]

b. Verbal or written feedback is given to the student study team by:
   1. person(s) responsible for modfications/interventions [29]
   2. other observers to modifications/interventions [3]

c. Verbal or written feedback is given to the student study team by:
   1. a predetermined review date [16]
   2. any regularly scheduled meeting [11]
   3. emergency meetings [5]

d. Student study team discusses feedback on "success" of modifications/interventions and:
   1. unquestioningly accepts judgments of person offering feedback [1]
   2. discusses and evaluates feedback on "success" of modifications/interventions [20]
   3. develops a consensus on judgment of the "success" of modifications/interventions [9]
   4. accepts the interpretation of an influential team member on the "success" of modifications/interventions [1]

e. A formal report by an outside agency (such as community mental health, the probation department, child protective services, etc.) may lead to a student study team judgment of the "success" of modifications/interventions [9]

f. Other procedures may be used to determine the "success" of modifications/interventions. Please specify those that apply at your school: [Comments on page 36.]

7. Which of these procedures are used to report or determine the success of particular students after modification/intervention?

   a. Individual judgments of student school behavior, academic performance, and social/emotional adjustment may be made by:

      1. the student's teacher(s) [30]
      2. other teachers [20]
      3. student study team members [27]
      4. other involved professionals [27]
      5. the student's parents [26]
      6. the student's tutor [5]
      7. others; please specify: [Comments on page 39.] _____

   b. Records may be used to judge changes in student school behavior, academic performance and social/emotional adjustment by:

      1. counting the number of tardies [22]
      2. counting the number of absences/truancies [28]
      3. counting the number of fights [20]
      4. incidence of "acting out" in class [27]
      5. counting the number of questions answered in group discussions [5]
      6. classroom test scores [28]
      7. completeness of work [30]
      8. achievement test scores [26]
      9. proficiency tests for graduation [14]
      10. expert observers' reports (such as school nurse or psychologist) [25]
      11. various accepted tests of emotional development or stability [15]
      12. other; please specify: [Comments on page 40.] _____

8. Which of these criteria are used to judge the "success" of a particular student after modifications have been made?

a. A change in academic achievement such as:

1. a decline from previous performance [17]
2. an improvement over previous performance [30]
3. a closer match between achievement and ability [26]
4. other; please specify: [Comments on page 42.]

b. Behavioral changes such as:

1. a reduction of an unwanted behavior [30]
2. elimination of an unwanted behavior [27]
3. persistence of an unwanted behavior [20]
4. appearance of a new, desirable behavior (such as participation in group discussions) [28]
5. other; please specify: [Comments onpage 42.]

c. Social/emotional changes such as:

1. increased emotional maturity [27]
2. improved emotional stability [28]
3. increased frustration threshold [22]
4. decrease in visible anxiety [26]
5. reduction in emotional display (crying, intense anger, etc.) [28]
6. other; please specify: [Comments on page 42.]

9. Which of these factors support an effective student study team process at your school?

(Many student study team participants are active in teams at more than one school level, intermediate and secondary, or elementary and intermediate. Therefore, some respondents will want to check more than one box at the right where applicable.)

a. Leadership is provided to the student study team through:

	Elementary	Intermediate	Secondary
1. site administrator attendance of student study team meetings	[12]	[5]	[5]
2. attendance of a "designee" of the site administrator at student study team meetings	[3]	[2]	[4]
3. a chairperson of student study team meetings	[12]	[4]	[6]
4. a facilitator to keep discussions "on track" at student study team meetings	[10]	[2]	[6]
5. expressed (written or verbal) support of the student study team by the site administrator	[11]	[4]	[4]
6. an expressed (written or verbal) expectation by the site administrator that regular education staff will participate in student study team meetings	[12]	[5]	[3]
7. staff time for a student study team coordinator	[4]	[1]	[3]
8. expert discussion in student study team	[9]	[4]	[4]

9. other; please specify: [Comments on page 43.] _____

_____

Comments: _____

_____

b. There is active acceptance of responsibility for team success:

	Elementary	Intermediate	Secondary
1. the team as a group "shares" in the successes of modification/intervention	[15]	[4]	[7]
2. individuals accept responsiblity for tasks to be completed outside meetings	[15]	[5]	[8]
3. regular education teachers accept responsibility for student referrals to the student study team	[15]	[5]	[6]
4. individuals complete tasks outside meetings by expected completion dates	[14]	[5]	[6]

5. other, please specify: [Comments onpage 44.] _____

_____

Comments: _____

_____

c. There is active cooperation in problem identification and modification/intervention:

	Elementary	Intermediate	Secondary
1. all staff involved with modifications for a particular student attend meetings of the student study team	[16]	[4]	[6]
2. regular education and special education staff communicate informally outside student study team meetings on student problems	[15]	[4]	[8]
3. representatives of appropriate community agencies are invited to participate in student study team meetings	[6]	[2]	[3]
4. parents are invited to become active members of student study team meetings to discuss their children	[9]	[4]	[1]

5. other, please specify [Comments on page 45.] _____

_____

Comments: _____

_____

d. Communication supports team effectiveness by:

	Elementary	Intermediate	Secondary
1. keeping records of student study team decisions and task assignments	[15]	[5]	[8]
2. written reminders to student study team members of upcoming meetings	[16]	[5]	[7]
3. written reminders of upcoming meetings that include student names and information on the current status of modifications	[12]	[1]	[5]
4. review dates specified at the time of initial modifications	[10]	[2]	[4]

5. other, please specify [Comments on page 46.] _____

_____

Comments: _____

_____

e. There may be other factors that support effective student study teams at elementary, intermediate and secondary levels. Please indicate which level of school applies. [Comments on page 47.] _____

_____

_____

_____

_____

_____

Thank you. Please return this form as soon as possible to your school representative who will send it to your SELPA representative. We appreciate your time and effort.

A copy of the preliminary version of the final report of this project should be arriving at your school/SELPA about March 1, 1986.